 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Mr. Vogel** **Lesson #: 3 Facet: Perspective**  
**Grade Level:** 10 **Numbers of Days: 2**   
**Topic: Historical Figures Post World War II**  
  
**PART I:**  
  
**Objectives**  
Student will understand that changes in government powers led to the rise of certain historical figures.  
Student will know Stalin and Truman.  
Student will be able to compare Truman and Stalin's leadership.  
**Product: Xtranormal**  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Content Area: Social Studies  
Standard Label: E1 Historical knowledge, concepts, themes, and patterns  
Grade Level Span: Grade 9-Diploma "World War 2 and Post War United States 1939-1961"  
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
  
**Rationale:**   
Students will understand American democracy based on the impact that leaders such as Stalin for the USSR had on foreign policy. Students will also understand the impact that leaders such as Truman had on US history based on their decisions.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Students will use the clicker to respond to questions posed by the teacher.  
**Section II – timely feedback for products (self, peer, teacher)**  
Self-assessment for the project will have a checklist to make sure key points and issues are met. Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit.  
  
**Summative (Assessment of Learning):**  
Xtranormal: (50 points) Use xtranormal to create a Stalin or Truman speech that would be given to the public. Styling a speech that Stalin or Truman would make brings a new perspective to the actions each man took. Students can research famous quotes that each leader made to use in the speech. The speech should be styled to include issues of the 40s and 50s.  
  
**Integration**  
**Technology:**   
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, Xtranormal will be used and students will be able to test their skills at public speaking. While the product does the talking for them, the students will need to be able to get the program to say their speech in a presentable manner.  
  
**Content Areas:**   
English: Students will need to create a speech which differs from writing a paper. The tone and meaning behind the words or phrases used in the speech will become critical. Students will also be expected to answer short answer questions or write complete sentences on worksheets or assignments.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use Fact and Opinion graphic organizer to better understand key figures in the time period. Students will participate in the value line exercise to open up discussion on how what key figures might say or do. For the value line exercise, the students will be split into two groups. Each group will stand on one side of the room with the value line in the middle. Students will walk forward to the line if they agree with the opinion presented or remain against the wall if they do not. Students will then return to the wall and the process is repeated.  
  
**Section II – Groups and Roles for Product**  
Students will work individually on the product. Students will be given the choice of creating a speech for Stalin or a speech for Truman. At least five students should create a speech for each leader. If less than five students choose one of the leaders, volunteers will be asked to complete the speech for that leader.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logic:** Using the graphic organizer, students will be able to analyze patterns in the different ideas or actions taken by Truman and Stalin.  
**Visual:** Students will find film clips or radio segments of Stalin or Truman and share with the class.  
**Kinthestic:** In the debate between Stalin and Truman, students can try to act out the mannerisms and gestures the politicians might have made.  
**Intrapersonal:** Students will work in groups to create a debate between Stalin and Truman.  
**Interpersonal:** Students can use the clicker activity to individually answer questions posed about Truman and Stalin at their own pace.  
**Naturalist:** Students will look at the conditions of living that Truman and Stalin grew up in and see how it might affect their development.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Students who are absent for a whole lesson will need to work with other students to catch up on notes. Students can see the teacher to obtain missed assignments and make up quizzes or other forms of assessment. The Student must check in with the teacher about the missed lesson before the end of the next lesson.  
  
**Extensions**  
  
**Type II technology:**  
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, Xtranormal will be used and students will be able to test their skills at public speaking. While the product does the talking for them, the students will need to be able to get the program to say their speech in a presentable manner. Xtranormal is type II technology because it allows for students to create an animated movie showcasing their speech.  
  
  
**Gifted Students:**  
Students who already have an understanding of how Truman and Stalin would react to issues in the 40s and 50s will have an alternative assignment. These students would create speeches for Stalin and Truman reacting to issues of today. The students would already have a grasp on how Stalin or Truman think and would expand on that knowledge to hypothesize reactions to today's events.  
  
**Materials, Resources and Technology**  
Laptops (Xtranormal account) - needed to create speeches  
Projector - needed to present speeches in class  
Rubrics - scoring sheet for teacher and overview for students on their speech  
Graphic Organizer - students will use in an activity to write notes for Stalin and Truman  
  
**Source for Lesson Plan and Research**  
  
<http://www.historylearningsite.co.uk/Stalin.htm> -- Joseph Stalin website  
  
<http://www.whitehouse.gov/about/presidents/harrystruman> -- Harry Truman website  
  
<http://www.xtranormal.com/> -- Xtranormal website  
  
[http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm) -- Cooperative Learning Website from Practicum 2013 class wiki  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
Room Arrangement: Desks will be arranged in groups of four. The desks will also be split down the middle to make room for the value line activity.  
  
Day One: Joseph Stalin (80 min)  
**Review activity** (10 min): Review over material covered in lesson 2  
**Hook** (10 min): A class discussion on the reason why Stalin is a historical figure that is loved by many people in former USSR nations.  
**Presentation on Stalin** (20 min): A presentation on Stalin's early life and his political career after World War II.  
**Fact and Opinion Graphic Organizer** (20 min): Students will work together in groups to write down facts from the presentation and opinions that they find from each other, the teacher or the internet.  
**Xtranormal** (20 min): The teacher will use this time to get students familiar with the program, set up accounts and let the students start working on the product.  
(clicker will be used throughout this class)  
  
Day Two: Harry Truman (80 min)  
**Presentation on Truman** (20 min): A presentation on Truman's early life and his political career after World War II  
**Fact and Opinion Graphic Organizer** (20 min): Students will work together in groups to write down facts from the presentation and opinions that they find from each other, the teacher or the internet.  
**Value Line Activity** (20 min): Using their understanding of Truman and Stalin, students will complete this activity as if they were Stalin or Truman.  
**Xtranormal** (20 min): The teacher will use this time to see student progress with their product.  
  
Students will understand that changes in government powers led to the rise of certain historical figures. Students will understanding the meaning behind what people are saying is an important skill to assess their motives and ambitions. Politicians of the modern world are doing a lot of the same things their predecessors have done. It is important for students to recognize a political figure's background and other issues that influence their choices as leaders. *Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* A group discussion on why the terrible dictator Stalin is so loved by many of the people in former Soviet states. This will function as an open discussion that will begin with prompting from the teacher. The teacher will keep the discussion on topic and within the time limit.  
**Where, Why , What, Hook Tailors:** Verbal, Logical, Intrapersonal  
  
Students will know Joseph Stalin and Harry Truman. During this lesson, students will become familiar with Stalin and Truman's background history, what they did during World War II and what they accomplished after World War II. The students will learn this information through activities and presentations spread out over the two days. Students will use Fact and Opinion graphic organizer to better understand key figures in the time period. During day one the teacher will put on the board several statements about Stalin. The students will then categorize each statement on their graphic organizer as fact or opinion. Students will then find at least ten facts and opinions on the website to add to the graphic organizer. If they do not finish in class, the students will complete it for homework. On day two the students will do the same thing with the graphic organizer but with Truman instead. Students will participate in the value line exercise to open up discussion on how what key figures might say or do. This will take place on day two after they have familiarized themselves with Stalin and Truman. For the value line exercise, the students will be split into two groups. Each group will stand on one side of the room with the value line in the middle. Students will walk forward to the line if they agree with the opinion presented or remain against the wall if they do not. Students will then return to the wall and the process is repeated. Students will use the clicker to respond to questions posed by the teacher. Each student would have a clicker devise connected to a projected account. Students will click in answers individually. The teacher can then discuss the results of each clicker answer. This allows for the teacher to assess the learning that the students are completing either as pre-assessment or formative. Self-assessment for the project will have a checklist to make sure key points and issues are met.  
**Equip, Explore, Rethink, Tailors:** Kinesthetic, Interpersonal, Verbal, Logical, Naturalistic  
  
Students will be able to compare Truman and Stalin's leadership. Students will use xtranormal to create a Stalin or Truman speech that would be given to the public. Styling a speech that Stalin or Truman would make brings a new perspective to the actions each man took. Students can research famous quotes that each leader made to use in the speech. The speech should be styled to include issues of the 40s and 50s. Students will work individually on the product. Students will be given the choice of creating a speech for Stalin or a speech for Truman. At least five students should create a speech for each leader. If less than five students choose one of the leaders, volunteers will be asked to complete the speech for that leader. Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit.  
**Explore, Experience, Revise, Refine, Tailors:** Kinesthetic, Verbal, Visual, Logical, Naturalistic, Intrapersonal, Interpersonal  
  
Each student will be given a checklist to make sure they have completed each part of the Xtranormal speech. The teacher will use a rubric to grade the speech but the students have the option of showing the speech in front of the class and receiving peer feedback.  
**Evaluate, Tailors:** Interpersonal, Verbal, Intrapersonal, Logical  
  
**Content Notes**   
Students will know…..   
  
Joseph Stalin: Stalin was the leader of the USSR during and after World War II. He is described in most of the world as a power hungry dictator who killed millions of people through purges. Stalin constantly cleared top leaders in the government who opposed or threatened his leadership. Stalin did bring some stability to the USSR's economic system. However, harsh censorship and iron leadership set him apart from his Western counterparts.  
  
Harry Truman: Truman was President of the United States and was the one who ordered the dropping of the nuclear bombs. Though a leader who saw victory in World War II, he had difficulties after the war with his presidency. The Korean War did not go over well and he did not engage continuously out of fear of open war with China or Russia. Truman dealt with multiple scuffles with the USSR including a blockade of Berlin. In response, Truman had a massive airlift supply the Berliners.  
  
**Handouts**  
Rubrics  
Graphic Organizer  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***  
All assignments will be handed out with a discussion in class along with a checklist covering all information needed to complete the assignment. The teacher will be available to answer any questions or concerns the student has regarding class content or expected work.  
  
***Microscope:***  
Students will be provided all the resources used in the class during presentations and activities. This will allow the students opportunities to look more in depth in the content covered in the classroom.  
  
***Puppy:***  
Each student is encouraged to share their ideas or thoughts concerning the topic being discussed. A significant portion of lesson one involves discussion between students. The discussions usually will involve small groups so the student does not feel pressured to speak to the whole class.  
  
***Beach Ball:***  
Besides covering the required parts of the checklist, the students are free to chose and add any other information or detail into their assignments. In addition, class activities like the Fact and Opinion graphic organizer have no set information that is required to be written down. The student is able to choose what information (as long as it is accurate) to put onto the Fact and Opinion graphic organizer.  
  
***Rationale:***   
I prefer to formalize the assignments in writing so the clipboards and microscopes know what information is expected from them. Otherwise many of the activities are free and hopefully engaging so the Beach Balls and Puppies have the opportunity to express themselves freely without being pressured into getting their answers right or wrong.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
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***Rationale:***  
The clicker activity appeals to students who are Beach Balls and Puppies so they can express their learning freely. The Checklists are for students who are Clipboards or Microscopes and wanted a structured way of expressing their learning. The Xtranormal program will appeal to all learning styles and show their learning of the class material.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(see Content Notes)  
  
***MLR or CCSS:***  
*Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.*  
  
***Facet:***  
Perspective: Students will be able to compare Truman and Stalin's leadership.  
  
***Rationale:***   
The standard will be covered because the students will see how leaders like Truman and Stalin changed American Democracy and foreign policy.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
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**Visual:** Students will find film clips or radio segments of Stalin or Truman and share with the class.  
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***Type II Technology:***  
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***Rationale:***   
Students will have the opportunity to explore the Xtranormal program in a way that compliments their strong multiple intelligences. In addition the students will be encouraged to use their weaker multiple intelligences in a safe environment.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
B. Students will be able to use Xtranormal to create a speech that covers issues of the 40s and 50s that are still brought up today. Students will have the chance to see those issues from multiple perspectives and reflect on them.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:***  
  
A. Using programs like Xtranormal will allows students the opportunity to learn and share their learning in new and unique ways. The students can create their speech in a creative manner that could be used in other classes.